



SUHSD History & Social Science Scope and Sequence

American Government and Economics Grade 12

Year at a Glance

Pacing Calendar

Standards	American Government Quarter 1 and Quarter 2		Economics Quarter 3 and Quarter 4	
Focus Content Standard(s)	Unit 1 Foundations of American Government Unit 2 Political Participation and Behavior	Unit 3 The Legislative Branch & Executive Branch Unit 4 The Judicial Branch	Unit 1 Foundations of Economics Unit 2 Supply/Demand and Market Structures	Unit 3 Entrepreneurs, Labor and Taxes Unit 4 Fiscal/Monetary Policy and Global Economics
Focus Literacy Target(s)	<p><u>Claim 1 (Reading)</u> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Target 11: REASONING & EVIDENCE - Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of events/ideas/individuals; author's point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <p>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS - Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals the author's point of view or purpose.</p>		<p><u>Claim 1 (Reading)</u> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Target 11: REASONING & EVIDENCE - Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., development of events/ideas/individuals; author's point of view/purpose/differing viewpoints; use of media/formats; delineate and evaluate the argument and specific claims) and use supporting evidence as justification/explanation.</p> <p>Target 12: ANALYSIS WITHIN OR ACROSS TEXTS - Analyze how connections are made within or across texts (e.g., individuals, ideas, events), or determine how information within or across texts reveals the author's point of view or purpose.</p>	

	<p><u>Claim 4 (Research)</u> Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>Target 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p> <p>Target 3: EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.</p>	<p><u>Claim 4 (Research)</u> Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p> <p>Target 2: ANALYZE/INTEGRATE INFORMATION: Gather, analyze, and integrate multiple sources of information/evidence to support a presentation on a topic.</p> <p>Target 3: EVALUATE INFORMATION/SOURCES: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research. Evaluate relevance, accuracy, and completeness of information from multiple sources.</p>
District Assessment (DBQ)	With Unit #4 (Mini-Q)	With Unit #1 (Mini-Q)

<u>COURSE GUIDING QUESTION</u> How does the government derive power from the people?	
HSS Framework Alignment	TCI Alignment (Themes and Guiding Principles)
Chapter Overview of Grade Level https://www.cde.ca.gov/ci/hs/cf/documents/hssfwchapter17.pdf Grade specific Questions (Please hyperlink this document)	<ul style="list-style-type: none"> - Foundations of Government - Civil Liberties - Citizenship in a Democracy - Local Political Participation

Unit 1: Foundations of Government August 4th- September 3rd
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Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	Power, Authority and Foundations of Government.			
Essential or Compelling Question (C3 Dimension 1)	What are the roots of democracy and why should you care about power, politics, and government?			
Supporting & Guiding Questions (C3 Dimension 1)	<ul style="list-style-type: none"> • What is high-quality power-and how can you get it? • What can you do to keep our republic alive and well? • How should political and economic power be distributed in a society? 			
<u>Content Standard(s)</u>	<p>12.1.3 Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”</p> <p>12.1.6 Understand that the Bill of Rights limits the powers of the federal government and state governments.</p> <p>12.4.1 Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.</p> <p>12.4.2 Explain the process through which the Constitution can be amended.</p>			
<u>Learning Target(s) & Language Functions</u> <i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i>	<ul style="list-style-type: none"> • Students will be able to understand the framework of the founding documents and know their role in the federal, state and local governments. • Students will be able to explain where power lies in themselves, the government and the founding documents. 			
Disciplinary	History	Economic	Geographic	Civics (political)

Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	Contrast the different forms of governance practiced by Sparta and Athens.	How did the Greek City-State maintain economic independence?	How does a country's land affect its ability to sustain the population? Should the government regulate natural resources?	What role does 'social contract' play in a country's system of government?
TCI Lessons & Activities <i>What TCI strategy is embedded in this lesson/unit?</i>	<div> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding </div> TCI Unit 1: <ul style="list-style-type: none"> • Lesson 1: The Nature of Power, Politics and Government • Lesson 3: Roots of American Democracy • Lesson 4: The U.S. Constitution • Lesson 5: The Bill of Rights and Civil Liberties • Lesson 6: Federalism 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)
	Documents	Constitution, Bill of Rights, Declaration of Independence, Federalist Papers		

Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	<ul style="list-style-type: none"> • Short Constructed Response- 3-5 sentences per question. Two argumentative, two cause and effect and two explaining. • TCI Unit Activity- Political Inquiry: Creating School Policy
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	<ul style="list-style-type: none"> • Reading current events about the purposes and roles of government. • Reading current events about how citizens participate in government. • Students research a city government official, create a PowerPoint that highlights the official's stand on issues and pros and cons of his time in office.
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	<ul style="list-style-type: none"> • Looking at who holds the power in the government through primary sources (newspapers, online articles, databases). • Bill of Rights activity. • Current Events Activity
Suggested Pre-Assessment (DBQ)	Mini-Q (#6): Search and Seizure: Did the Government Go Too Far?

Unit 2: Political Participation and Citizenship September 7th - October 8th	
Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	How can you make a difference in democracy and how are you influenced by outside forces?

Essential or Compelling Question (C3 Dimension 1)	How can you make a difference in a democracy?			
Supporting & Guiding Questions (C3 Dimension 1)	<ul style="list-style-type: none"> • How does power flow through our federal system of government? • Political parties and interest groups: How do they influence our political decisions? • To what extent does the media influence your political views? • Elections and voting: Why should they matter to you? 			
<u>Content Standard(s)</u>	12.2.3 Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes. 12.2.4 Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.			
<u>Learning Target(s) & Language Functions</u> <i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i>	Students will be able to describe the importance of civic engagement through political parties, interest groups and the media.			
Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	History	Economic	Geographic	Civics (political)
	Why did the Articles of Confederation ultimately fail as an effective governing document?	In what way does a person's economic status influence his level of political engagement?	Do urban and rural populations vote differently? What factors might contribute to these differences?	How does an individual's family influence later political involvement?
<u>TCI Lessons & Activities</u> <i>What TCI strategy is embedded in this lesson/unit?</i>	<input type="checkbox"/> Social Studies Skill Builder <input checked="" type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input checked="" type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding			

	TCI Unit 3: <ul style="list-style-type: none"> • Lesson 7: Citizen Participation in a Democracy • Lesson 8: Parties, Interest Groups • Lesson 9: Public Opinion and the Media • Lesson 10: Political Campaigns and Elections 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)
	Online articles and resources	I Side With (political spectrum quizzes) iCivics		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	<ul style="list-style-type: none"> • Political Party Quiz • Political Poll Activity • TCI Unit Activity Political Inquiry: Solving a Local Problem 			
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	<ul style="list-style-type: none"> • Going to City Council or local government meetings • Volunteer to work on a local official's campaign 			
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	<ul style="list-style-type: none"> • Current Events/political races • Attend a town hall meeting 			

Unit 3: Legislative and Executive Branch
October 12th-October 29th

Big Idea/Enduring Understanding

What is the big idea we want students to walk away with and how does this help them think about the course level question?

What makes an effective legislative and executive branch?

Essential or Compelling Question

(C3 Dimension 1)

How can you influence Congress and the executive branch?

Supporting & Guiding Questions

(C3 Dimension 1)

- What is the process for creating and passing laws?
- How is the power balanced between Congress and the Executive branch?
- What qualities does the President need to fulfill their many roles?

Content Standard(s)

12.4.1 Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.

12.4.4 Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers

Learning Target(s) & Language Functions

What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?

- Students will be able to draft a bill and understand the process of passing and signing legislation.
- Students will understand the many roles of the president.

Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	History	Economic	Geographic	Civics (political)
	<p>From a constitutional point of view, the legislative branch has the most power. Yet, this power structure has been altered by technology. How has the influence of the Office of the President been augmented over time by new media developments?</p>	<p>If the legislature is of a different political party than the president, how might they challenge each other vis-a-vis spending bills? Give a concrete example of this if the president is Republican and Congress Democratic, if the president is a Democrat and the Congress Republican.</p>	<p>What types of advocacy understandings do legislators have with their regional constituencies? For example, ocean states, states with national and state parks, states with big hunter populations, states with enormous urban populations, etc.</p>	<p>Under what circumstances would voters expect the Congress and the President to “get along” and under what circumstances would the voters expect one branch to challenge the other? Provide examples</p>
<u>TCI Lessons & Activities</u> <i>What TCI strategy is embedded in this lesson/unit?</i>	<div> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding </div> <p>TCI Unit 4:</p> <ul style="list-style-type: none"> • Lesson 11: Lawmakers and Legislatures • Lesson 12: Congressional Lawmaking • Lesson 13: Chief Executives and Bureaucracies 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> <u>Critical Questions</u> <u>Historical Thinking</u> <u>S.O.A.P.S. (CM)</u>	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)

S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Documents	Constitution Bill of Rights		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	<ul style="list-style-type: none"> Mock Congress Game Writing A Bill Exercise TCI Unit Activity- Political Inquiry: Characterizing a Good Legislator 			
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	<ul style="list-style-type: none"> Political Debates Write a Letter to a Congressman If you receive a written response from your Congressman (often their letters arrive via email,) share it with the class and discuss whether the response addressed the issue in your letter. 			
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	<ul style="list-style-type: none"> Current Events Activity 			

Unit 4: Judicial Branch and Supreme Court Cases
November 8th-December 3rd

Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	<p>How does the Justice system work and what rights are guaranteed per the Constitution, state and local law?</p> <p>How have Supreme landmark cases modified or changed civil liberties?</p>
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Essential or Compelling Question (C3 Dimension 1)	<ul style="list-style-type: none"> • How is the U.S. judicial system organized to ensure justice? • From doing the crime to doing time: How just is our criminal justice system? 			
Supporting & Guiding Questions (C3 Dimension 1)	How does the Supreme Court define and refine our civil liberties?			
<u>Content Standard(s)</u>	12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.			
<u>Learning Target(s) & Language Functions</u> <i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i>	Students will be able to analyze Supreme court cases and be able to form and defend an opinion.			
Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	History	Economic	Geographic	Civics (political)
	How did Brown v Board of Education effectively nullify Plessy v Ferguson?	What part of the Miranda warning guarantees a person a legal advisor if he cannot afford one?	The United States is divided into 11 Circuit Court districts, these are the ‘inferior courts’ whose decisions may be directed to the Supreme Court. Which circuit court corresponds to your state and in what city is that court located?	Supreme Court Justices can serve for life if they so choose. Do you think that term limits should be introduced via a Constitutional Amendment, just as the presidents now have term limits? Why or why not?
<u>TCI Lessons & Activities</u> <i>What TCI strategy is embedded in this lesson/unit?</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input checked="" type="checkbox"/> Response Group 			

	<p>✏ Writing for Understanding</p> <p>TCI Unit 6:</p> <ul style="list-style-type: none"> • Lesson 15: Courts, Judges and the Law • Lesson 16: The Criminal Justice System 			
<p>Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i></p> <p>Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process</p>	<p>Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i></p>	<p>Anchor 1st Order Source (Essential Primary Resource)</p>	<p>2nd Order Sources (Support and Contest 1st order)</p>	<p>3rd order Sources (Student Researched/Generated)</p>
	Documents	Court Briefs Constitution Bill of Rights	Some court cases are in textbook but will need to be supplemented with digital TCI sources	
<p>Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i></p>	<ul style="list-style-type: none"> • Supreme Court Presentations • TCI Unit Activity- Political Inquiry: Deciding How to Select State Judges 			
<p>Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i></p>	<ul style="list-style-type: none"> • Observe Court Proceedings • Watch Court Cases 			
<p>Connections to today <i>What current events help to reinforce or contextualize the</i></p>	<ul style="list-style-type: none"> • Current Events Activity • Create a life/professional timeline of a Supreme Court Justice. 			

enduring understanding of the unit?	
District Assessment (DBQ)	Mini Q (#5): Should Schools Be Allowed to Limit Students' Online Speech?

COURSE GUIDING QUESTION How does the economy affect us and what is our effect on the economy?	
HSS Framework Alignment	TCI Alignment (Themes and Guiding Principles)
Chapter Overview of Grade Level https://www.cde.ca.gov/ci/hs/cf/documents/hssfchapter18.pdf Grade specific Questions (Please hyperlink this document)	<ul style="list-style-type: none"> - Scarcity - Trade makes people better off - Supply and Demand - Personal Choices in the Global Economy

Unit 1: Foundations of Economics January 10th-January 28th	
Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	How does scarcity affect our access to resources? How do opportunity costs affect time management?
Essential or Compelling Question (C3 Dimension 1)	Why can't we always get what we want? "You Can't Always Get What You Want"

Supporting & Guiding Questions (C3 Dimension 1)	<ul style="list-style-type: none"> • How can you think like an economist? • Why can't you always get what you want? • Who or what decides what you get? • How do incentives or goals affect your choices? • How does trade make people better off? 			
Content Standard(s)	<p>12.1.1 Students understand common economic terms and concepts and economic reasoning.</p> <p>12.1.2 Explain opportunity cost and marginal benefit and marginal cost.</p>			
Learning Target(s) & Language Functions <i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i>	Students will be able to explain how scarcity causes people to make choices.			
Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	History How did traditional economies and mercantilism give way to capitalism?	Economic How did Adam Smith's book "The Wealth of Nations" and the Industrial Revolution change economies then and now?	Geographic In what ways does geography affect the economy? What would be the disadvantages of a landlocked nation? What are the advantages of a nation with rivers and access to the sea?	Civics (political) Once the ancient monopoly on land as wealth is broken, how do new economic systems encourage citizen participation?
TCI Lessons & Activities <i>What TCI strategy is embedded in this lesson/unit?</i>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Social Studies Skill Builder <input checked="" type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input checked="" type="checkbox"/> Writing for Understanding 			

	TCI Unit 1: <ul style="list-style-type: none"> • Lesson 1: An Economic Way of Thinking • Lesson 2: Economic Decision Making • Lesson 3: Economic Systems • Lesson 4: Gains from Trade • Lesson 8: Money, Banking, Saving, and Investing 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)
	Books, pamphlets	Communist Manifesto The Wealth of Nations		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	<ul style="list-style-type: none"> • Free Response Questions, 3-5 sentences • Unit 1 TCI Activity • Economic Inquiry: Improving a Country's Economy 			
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	Students can attend a board meeting to hear about the local district budget.			
Connections to today <i>What current events help to reinforce or</i>	In looking at an economic way of thinking students will learn about scarcity, incentives, and choice. They will explore budgeting and making financial choices about saving. They will learn that their most important resource is themselves, and that their choices about education, work, and leisure have consequences in the future.			

contextualize the enduring understanding of the unit?	
Suggested Pre-Assessment DBQ	Mini-Q (#8): Stopping Food Waste: What Works for Our School?
District Assessment (DBQ)	Mini-Q (#2): Is College Worth It?

Unit 2: How Markets Work February 14th-March 25th	
Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	How does supply and demand affect market structures domestically and internationally?
Essential or Compelling Question (C3 Dimension 1)	<ul style="list-style-type: none"> Are markets fair?
Supporting & Guiding Questions (C3 Dimension 1)	<ul style="list-style-type: none"> How do buyers and sellers influence prices? How do you know when the price is “right”? What happens when markets don’t work well?
<u>Content Standard(s)</u>	12.2 Students analyze the elements of America’s market economy in a global setting. 12.2.1 Understand the relationship of the concept of incentives to the law of supply and the relationship of the concept of

	<p>incentives and substitutes to the law of demand.</p> <p>12.2.2 Discuss the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>			
<p><u>Learning Target(s) & Language Functions</u></p> <p><i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i></p>	<p>Students will analyze the elements of market economy by comparing and contrasting the roles of the consumers and producers.</p>			
<p>Disciplinary Lenses</p> <p>(C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i></p>	History	Economic	Geographic	Civics (political)
	<p>How were markets affected by railroads, modern communication, and other forms of modernity?</p>	<p>How might a family diversify its income investments in order to weather years when the market does now work well?</p>	<p>How did the stock market crash of '29 affect global networks?</p>	<p>When should government intervention insert itself into market forces? Is it appropriate?</p>
<p><u>TCI Lessons & Activities</u></p> <p><i>What TCI strategy is embedded in this lesson/unit?</i></p>	<div> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding </div> <p>TCI Unit 2:</p> <ul style="list-style-type: none"> • Lesson 5: Demand and Supply • Lesson 6: Markets, Equilibrium and Prices • Lesson 7: Market Structures and Market Failures • Lesson 12: Taxes and Taxation 			

Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)
	Articles	Article about teenager buying trends		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	TCI Economic Inquiry- Examining Perfect Competition			
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	<ul style="list-style-type: none"> Students that work in the community will be able to see market trends. Students do a study, including charts, of different shoe brands (Nike, Adidas, Vans, etc) and the relation between cost and demand. 			
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	Students will be analyzing market trends for current products.			

Unit 3: Entrepreneurs, Labor and Taxes
April 4th- April 22nd

Big Idea/Enduring Understanding

What is the big idea we want students to walk away with and how does this help them think about the course level question?

What is the role of entrepreneurs in the distribution of wealth in the US economy?

Essential or Compelling Question

(C3 Dimension 1)

- What is a fair wage?

Supporting & Guiding Questions

(C3 Dimension 1)

- How do entrepreneurs use their resources to start businesses?
- Why is it important to develop your human capital?
- How do markets determine wages?
- Do entrepreneurs and workers need each other?
- How should the U.S. government carry out its economic roles?
- What is a fair tax?

Content Standard(s)

12.2 Students analyze the elements of America's market economy in a global setting.

12.2.8 Explain the role of profit as the incentive to entrepreneurs in a market economy.

12.4.2 Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.

12.4.3 Discuss wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity

Learning Target(s) & Language Functions

What knowledge and reasoning targets are essential for students in this unit? What explicit

Students will be able to identify the role of entrepreneurs in society and their impact on labor markets, and the influence of taxes by comparing and contrasting different companies.

language instruction and literacy supports are necessary for this unit?				
Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to support student learning?</i>	History	Economic	Geographic	Civics (political)
	How has capital changed as the U.S. shifted from a traditional economy to a free market/mixed economy?	How has the tax structure, as it relates to the individual, changed over the past 75 years since WWII?	Describe the ways in which labor markets in urban and rural areas differ.	Within the government, what role do entrepreneurs play? For example, the Small Business Association.
TCI Lessons & Activities <i>What TCI strategy is embedded in this lesson/unit?</i>	<div> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding </div> TCI Units 3 and 4: <ul style="list-style-type: none"> • Lesson 9: Entrepreneurs and Business Organizations • Lesson 10: Human Capital and the Labor Market 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)

DBQ Process	Articles	Articles on current entrepreneurs. <u>The Gospel of Wealth</u>		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest learning target?</i>	TCI Unit Activity Economic Inquiry: Investigating the Impact of Excise Taxes			
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	Students can interview a small business owner.			
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	Students will be looking at current entrepreneurs and business owners in their community.			

Unit 4: Fiscal/Monetary Policy and Global Economics April 25th - May 13th	
Big Idea/Enduring Understanding <i>What is the big idea we want students to walk away with and how does this help them think about the course level question?</i>	We're all in this together. Businesses, entrepreneurs, workers, and consumers are all interdependent. There are things the government may do to improve our economic environment. How does that happen? What are the advantages and disadvantages of these policies?

Essential or Compelling Question (C3 Dimension 1)	<ul style="list-style-type: none"> How do we know if the economy is healthy? Should we be worried? 			
Supporting & Guiding Questions (C3 Dimension 1)	<ul style="list-style-type: none"> How do economists measure a nation's economic health? What are the government's goals for the economy? How do policymakers use fiscal and monetary policy to stabilize the economy? Do nations gain from trade? What are the advantages and disadvantages of global trade? 			
<u>Content Standard(s)</u>	<p>12.2 Students analyze the elements of America's market economy in a global setting.</p> <p>12.3.3 Describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.</p> <p>12.4 Students analyze the elements of the U.S. labor market in a global setting.</p> <p>12.5.2 Define, analyze, and explain the significance of the unemployment rate, measures of economic growth, and changes in the inflation rate.</p> <p>12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.</p>			
<u>Learning Target(s) & Language Functions</u> <i>What knowledge and reasoning targets are essential for students in this unit? What explicit language instruction and literacy supports are necessary for this unit?</i>	Students will analyze the benefits of a global market by describing the trade relations amongst different countries.			
Disciplinary Lenses (C3 Dimension 2) <i>What additional questions can be asked thru these lenses to</i>	History	Economic	Geographic	Civics (political)

support student learning?	How were most personal commodities made prior to the proliferation of global manufacturing markets?	What shoe choices might a 17 year old make given the Nike, Reebok, Vans, etc. global manufacturing networks?	How does manufacturing a shoe overseas in a developing nation affect the price of shoes?	How do tariffs affect the price of smartphones and shoes?
TCI Lessons & Activities <i>What TCI strategy is embedded in this lesson/unit?</i>	<div> <input type="checkbox"/> Social Studies Skill Builder <input type="checkbox"/> Experiential Exercise <input type="checkbox"/> Problem Solving Group Work <input type="checkbox"/> Visual Discovery <input type="checkbox"/> Response Group <input type="checkbox"/> Writing for Understanding </div> TCI Units 4, 5, and 6: <ul style="list-style-type: none"> • Lesson 11: Government and the Economy • Lesson 13: Measuring the Economy • Lesson 14: Fiscal and Monetary Policy • Lesson 15: The United States and the Global Economy • Lesson 16: The Costs and Benefits of Globalization 			
Essential Texts & Sources (C3 Dimension 3) <i>What is the Essential Primary Source or historical document that helps drive this Unit of Study?</i> Critical Questions Historical Thinking S.O.A.P.S. (CM) S.O.A.P.S.Tone (1) Close Read Notemaker Drake Method DBQ Process	Text Type (<i>poetry, myth, document, speech, map, photo, etc.</i>) Text Purpose (<i>persuasive, narrative, autobiographical, etc.</i>) Text Analysis <i>What approach will you use w/ students to help construct meaning?</i>	Anchor 1st Order Source (Essential Primary Resource)	2nd Order Sources (Support and Contest 1st order)	3rd order Sources (Student Researched/Generated)
	Map	Map of trade routes among countries		
Assessment Type(s) (C3 Dimension 4) <i>Does the assessment type match the highest</i>	TCI Unit Activity Economic Inquiry: Understanding the Effects of Globalization			

learning target?	
Informed Civic Action (C3 Dimension 4) <i>What opportunities exist for students to take informed action on a related issue?</i>	Have students go to Dollar Tree to find a product made in America.
Connections to today <i>What current events help to reinforce or contextualize the enduring understanding of the unit?</i>	Students will be looking at current products and economic trends.